

POLICY DOCUMENT

ENGLISH PROFICIENCY POLICY

1 Purpose and Scope

This policy outlines the requirements for, and expectation of ACPE students' English language proficiency at admission and during their courses of study.

This policy also outlines the support and resources available to students with English language difficulties.

Scope:

- Domestic and international students enrolling in undergraduate courses.
- All Academic Staff
- Student Services Staff

2 Policy Statement

All courses at the College are delivered in the English language. It is essential that domestic and international students have sufficient English language proficiency, as well as educational qualifications and/or work experience to successfully complete assessments at the higher education level as reflected in the Australian Qualifications Framework (AQF).

It is also essential that academic staff have similar skills sufficient to communicate course content to students in a manner that is clearly understandable. The College provides clear information to each prospective student and academic staff member about English language and academic requirements.

2.1 English Proficiency Requirements

2.1.1 Domestic students

Domestic students who complete their HSC in NSW should complete English Standard or English Advanced. Students who complete English Studies may still be

eligible for entry but may require additional support which may include a reduced enrolment load.

2.1.2 Students from a Non-English Speaking Background / English as a Second Language (ESL)

Students who identify with English as a Second Language (ESL) or who demonstrate difficulty with the English language during their course admission process or studies will be directed to the Student Learning Services for support.

A student may be eligible to apply for 'reasonable adjustments' to assist a student with English difficulties to equally participate in College life and course requirements. Special provisions can be discussed with the Director of Student Services and Campus Wellbeing, who will make the final decisions on special provisions in this regard.

All applicants for whom English is a second language including permanent residents and citizens must demonstrate English language proficiency to ensure the student will have the ability to successfully engage in study in their selected course. At the discretion of the College, prospective or current students may be required to undertake an assessment of English language at their own cost and, achieve a result at least equivalent to one of the following (Excluding Teacher Education Courses)

- IELTS (Academic) 6.5 (overall score) with a minimum of 6.0 in each of the reading, writing, listening and speaking subtests.
- Cambridge English: Advanced (CAE 176-184)
- Pearson (PTE) Academic Score of 61 (overall score)
- Internet based (iBT) TOEFL score of 85 (overall) and a minimum of 22 for writing.

ACPE Education Degrees:

- IELTS (academic) 7.5 (overall score) with no score below 7.0 and a score of no less than 8 in speaking and listening.

ACPE has a formal articulation agreement with Navitas English. Students who complete the Navitas Academic English 3 with a 65% overall score and no skill lower than 65% are able to gain entry into ACPE courses.

The College takes great care in ensuring students maintain the required English language and academic skills and offer academic and English support services. Any student (domestic or international) who is identified as struggling with English language and academic skills may be required to enter into an Intervention Strategy to support further skill building.

2.1.2 Academic Staff

Academic staff who identify with ESL must have a grasp of the English language appropriate to teach in higher education and will be required to show evidence of appropriate English language proficiency. This level has been set to ensure the staff member will have the ability to successfully impart knowledge to students at the appropriate academic level through all forms of communication. At the discretion of the College, prospective academic staff who do not have an assessable qualification that was undertaken in English and who demonstrate difficulty with English language **may** be required to undertake an assessment of English language at their own expense and achieve a result at least equivalent to:

- IELTS (Academic) 8.0 (overall score)
- Cambridge English: Advanced (CAE 185-190)
- Pearson (PTE) Academic Score of 66 (overall score)
- Internet based (iBT) TOEFL score of 95.

English test results must be no more than two (2) years old. After provision of scores above, if it is identified that a prospective staff member's English language skills are not proficient, the College reserves the right not to employ that person.

2.2 On Enrolment

On enrolment, prospective students are provided with information about the teaching and learning environment. The College interviews prospective students to make informed choices about the student's capacity to meet the Inherent course requirements and to ascertain if additional support is required.

The College will discuss the prospective student's English and academic skills. If the College has concerns about a student, the student may be granted conditional entry as a non-award student in a single unit. An internal PELNA assessment is conducted in the Foundation unit.

2.3 Student Support

2.3.1 English Language Support

It is important to note that assistance with English language is available to all students including those for which English is the first language.

A number of differing support options for students can be implemented and MAY include the following:

- One-on-one literacy or numeracy assistance with an academic or numeracy advisor in the Student Learning Services (SLS)
- Access to a dedicated **international student contact** – staff member of the SLS who is an expert in literacy and language development for international/ESL speakers.

The College acknowledges its responsibility to support students with English and/or academic difficulties within the scale and scope of its operations. Consequently, College lecturers are urged to use direct or indirect strategies to assist students experiencing difficulties and advise the Director of Student Services and Campus Wellbeing for appropriate follow up and assistance where required. All members of the Student Learning Services (SLS) team have the requisite knowledge to address English and academic skills. SLS staff are also available to support academic staff in developing English language and academic strategies to enhance learning for students facing challenges.

2.3.2 Language, Literacy & Numeracy Strategies (LLN)

The College employs a number of teaching and learning strategies including the use of verbal explanations, diagrams/charts, group presentations, demonstrations, incorporation of workplace materials, modelling and activities to assist with differing student learning styles and requirements.

The LLN Strategy at the College recommends individual and group support to enhance learning for students. The following strategies are implemented:

- Provision of concurrent assistance with the SLS
- Numeracy bridging course available to all students (at extra cost to students)
- Providing flexibility in learning delivery modes, scheduling and access to support services
- Access to 'Study Skills' workshops
- One-on-one tutoring if appropriate.

2.3.3 LLN Assessment

Whilst preferable, LLN testing for students is not mandatory under the Australian Qualifications Framework (AQF); however, provision is made for assessments where it is requested and appropriate (particularly for those students studying Education). The College reserves the right to determine how and to whom the assessment is provided. The following points should be noted:

- Experienced and qualified lecturers understand which content and curriculum may prove difficult or challenging and what specific skills are required.
- Lecturers are expected to identify students who may require additional support, and refer them to Student Learning Services for appropriate intervention and support.
- Students may indicate or self-disclose their LLN requirements and be referred to the Diversity and Equity Program.
- Students may ask for additional support during their course .

3 Definitions

- **Student** is an individual person who is formally enrolled to study at the College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.
- **Domestic Student** is an Australian citizen or permanent resident in Australia, or a New Zealand citizen or permanent visa holder for New Zealand (including a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative). Anyone not meeting this definition is classified as an International Student.
- **International Student** is someone who is not an Australian citizen or permanent resident or a New Zealand citizen or a permanent visa holder. This definition includes students studying onshore on a range of temporary visas (working holiday visa, tourist visa, student visa etc.) or offshore as an online student. Information that applies only to students studying on specific visa classes (e.g. Student Visa) is specified when relevant. It should be noted that all international students pay fees specified for international students, regardless of visa subclass.
- **AQF** is the Australian Qualifications Framework, which sets out the levels of education offered in Australia and outlines the expected skills, knowledge, application and volume of learning for each level of course
- **Qualification** formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies.

- **Language** is the method of human communication (spoken or written), consisting of the use of words in a structured and conventional way. It is a system of communication used by a particular country or community.

4 Related Documents

- Admissions Policy
- Diversity and Equity Policy
- Intervention Strategy for Students At Risk

Legislation:

- Higher Education Standards Framework 2015
- Tertiary Education Quality and Standards Agency Act 2011
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
- The Education Services for Overseas Students (ESOS) Act 2000

5 Policy Administration

Policy Name & Code:			English Proficiency Policy (POL-18)
Policy Owner:			Director of Student Services and Campus Wellbeing
Approval Authority:			Academic Board (ACPE)
Next Review:			September 2023
Approval Date	Effective Date	Version	Summary of changes
03 Nov 16	04 Nov 16	19	Document reviewed and approved by the Executive Director, in line with the Admissions Policy requirements already approved by Academic governing bodies) Harmonised Policy approved on 03 November 2016. Effective Date: 21 August 2017.
13 Dec 18	14 Dec 18	20	Policy revision date: 15 November 2018 <ul style="list-style-type: none"> • Policy de-harmonised from other SGA brands. • Document format changed in line with the new document template for ACPE policies, procedures. • Original document content revised to reflect current ACPE practices, departments, job titles and to ensure compliance with the HES and ESOS National Code. • English requirements for academic staff have been adjusted to reflect current activities. • Information regarding PELA (post-entry language assessment) has been added.
14 Mar 19	14 Mar 19	20.1	<ul style="list-style-type: none"> • References to Dean and Operations Director replaced with CEO and Dean. • References to Student Services and Learning Support Manager replaced with Director of Student

			Services and Campus Wellbeing.
12 Mar 20	15 May 20	21	<ul style="list-style-type: none"> References to 'subject' updated with 'unit', for consistency. References to LLN updated with Academic Skills Support. Section 2.1.2-Academic Staff removed. References to the Diversity and Equity Program added. Policy owner changed to: CEO and Dean and Associate Dean.
28 Sep 20	29 Sep 20	22	<ul style="list-style-type: none"> Adjust IELTS requirements to include subtests in reading, writing, listening and speaking. Adjust Pearson result requirements Retire TOEFL paper based English test Adjust (IBT) TOEFL English test result requirements and add minimum score for writing Amendment to services provided by the SLS Policy owner amended to Director of Student Services and Campus Wellbeing Section 2.1.2 Academic Staff reinstated

* Unless otherwise indicated, this policy will still apply beyond the review date.